



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 10611247  
SAU: Georgetown School Department  
School: Georgetown Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

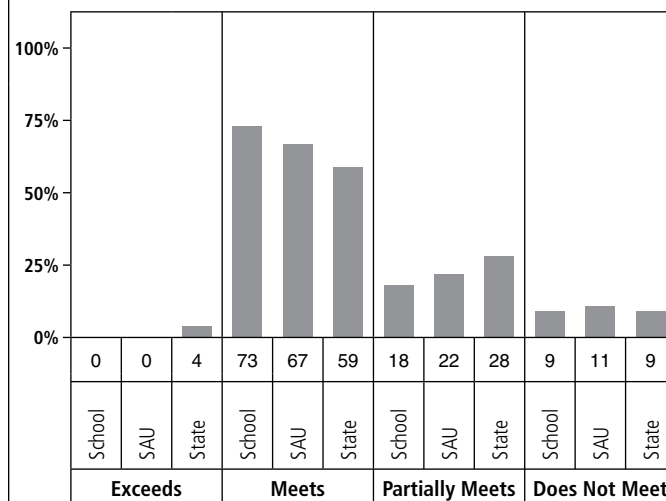
SAU: Georgetown School Department

School: Georgetown Central School

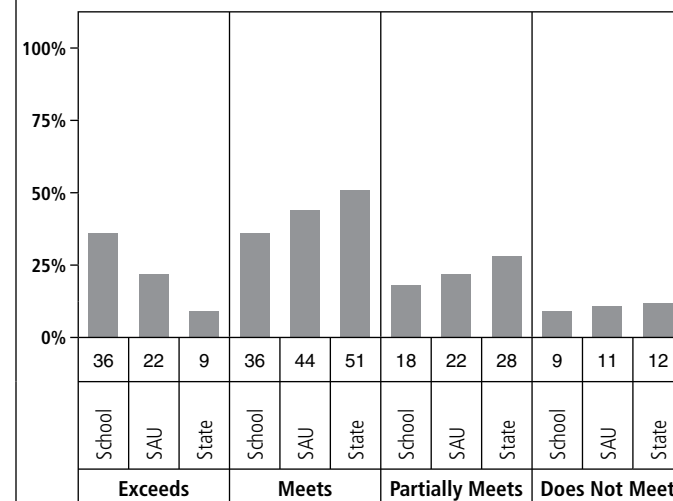
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	447	446	444
2006–2007	451	452	445
<b>2007–2008</b>	<b>447</b>	<b>445</b>	<b>445</b>
Cum. Avg. *	448	447	445
<b>Mathematics</b>			
2005–2006	449	447	444
2006–2007	454	456	445
<b>2007–2008</b>	<b>452</b>	<b>450</b>	<b>445</b>
Cum. Avg. *	451	450	445
<b>Science &amp; Technology</b>			
2005–2006	447	446	444
2006–2007	454	455	444
<b>2007–2008</b>	<b>452</b>	<b>452</b>	<b>444</b>
Cum. Avg. *	450	450	444

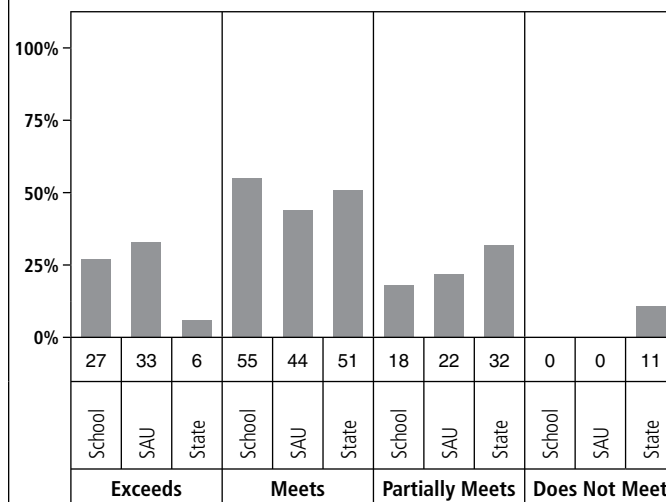
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	11	100	9	100	14207	100	11	100	9	100	14181	100	11	100	9	100	14123	100	11	100	9	100	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	263	2	0	0	0	0	259	98	0	0	0	0	262	100	0	0	0	0	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	11	100	9	100	13282	93	11	100	9	100	13264	100	11	100	9	100	13205	100	11	100	9	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	1	9	1	11	2524	18	1	100	1	100	2514	100	1	100	1	100	2498	99	1	100	1	100	2494	99						
Current LEP	1	9	1	11	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99						
Economically disadvantaged	3	27	3	33	5587	39	3	100	3	100	5569	100	3	100	3	100	5538	99	3	100	3	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	82	7	78	10755	76	9	82	7	78	10730	76	9	82	7	78	10776	76						
Identified disability (PET/IEP)	0	0	0	0	375	3	0	0	0	0	374	3	0	0	0	0	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	2	18	2	22	3298	23	2	18	2	22	3267	23	2	18	2	22	3215	23						
Identified disability (PET/IEP)	1	50	1	50	2013	61	1	50	1	50	1998	61	1	50	1	50	1986	62						
LEP	1	50	1	50	225	7	1	50	1	50	233	7	1	50	1	50	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	0	0	1046	32	0	0	0	0	1023	31	0	0	0	0	987	31						
Participation through alternate assessment (PAAP)	0	0	0	0	126	1	0	0	0	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	0	0	126	100	0	0	0	0	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Georgetown School Department  
School: Georgetown Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	6	1	6	601	4
	2006-2007	1	8	1	11	507	4
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>559</b>	<b>4</b>
	Cum. Total*	2	5	2	6	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	11	65	10	63	7910	57
	2006-2007	10	83	8	89	8749	63
	<b>2007-2008</b>	<b>8</b>	<b>73</b>	<b>6</b>	<b>67</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	29	73	24	71	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	5	29	5	31	3970	29
	2006-2007	1	8	0	0	3467	25
	<b>2007-2008</b>	<b>2</b>	<b>18</b>	<b>2</b>	<b>22</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	8	20	7	21	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	0	0	0	0	1421	10
	2006-2007	0	0	0	0	1165	8
	<b>2007-2008</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	1	3	1	3	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	31.0	64.6	29.6	61.7	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	17.0	70.8	16.2	67.5	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.0	58.3	13.3	55.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	11	0	0	8	73	2	18	1	9	447	9	0	67	22	11	445	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	0										0						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	11	0	0	8	73	2	18	1	9	447	9	0	67	22	11	445	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	1										1						2388	0	29	44	26	437
No	10	0	0	8	80	1	10	1	10	448	8	0	75	13	13	446	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	1										1						373	1	32	35	32	436
No	10	0	0	8	80	2	20	0	0	449	8	0	75	25	0	447	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	3										3						5502	1	47	37	14	441
No	8	0	0	7	88	0	0	1	13	449	6	0	83	0	17	447	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	11	0	0	8	73	2	18	1	9	447	9	0	67	22	11	445	14048	4	59	28	9	445
<b>Gender</b>																						
Female	4										3						6959	5	61	26	8	446
Male	7	0	0	5	71	2	29	0	0	447	6	0	67	33	0	446	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	1										1						1890	0	37	46	17	439
No	10	0	0	8	80	2	20	0	0	449	8	0	75	25	0	447	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	21	74	4	0	456
No	11	0	0	8	73	2	18	1	9	447	9	0	67	22	11	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	1	42	36	21	440
B. less than one hour	91	0	0	8	80	2	20	0	0	449	89	0	75	25	0	447	74	4	62	27	7	445
C. one to two hours	9	0	0	0	0	0	0	1	100	428	11	0	0	0	100	428	18	5	59	29	7	446
D. more than two hours	0										0						2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	27	0	0	3	100	0	0	0	0	449	22	0	100	0	0	446	30	6	63	24	7	446
B. They match some of what I have learned.	55	0	0	4	67	2	33	0	0	448	56	0	60	40	0	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	0										0						12	2	46	37	15	441
D. There is no match.	18	0	0	1	50	0	0	1	50	441	22	0	50	0	50	441	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	45	0	0	5	100	0	0	0	0	451	33	0	100	0	0	449	35	7	66	20	6	448
B. good	36	0	0	2	50	2	50	0	0	444	44	0	50	50	0	444	51	3	60	29	7	445
C. fair	9	0	0	1	100	0	0	0	0	454	11	0	100	0	0	454	12	1	44	40	16	440
D. poor	9	0	0	0	0	0	0	1	100	428	11	0	0	0	100	428	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	27	0	0	2	67	0	0	1	33	443	22	0	50	0	50	437	19	2	46	34	17	442
B. about the same as my regular schoolwork	45	0	0	3	60	2	40	0	0	446	44	0	50	50	0	444	62	5	64	26	5	446
C. easier than my regular schoolwork	27	0	0	3	100	0	0	0	0	451	33	0	100	0	0	451	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	9	0	0	0	0	0	0	1	100	428	11	0	0	0	100	428	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	45	0	0	3	60	2	40	0	0	446	44	0	50	50	0	444	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	45	0	0	5	100	0	0	0	0	451	44	0	100	0	0	450	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	18	0	0	2	100	0	0	0	0	456	11	0	100	0	0	456	18	7	64	22	7	447
B. 20 minutes to an hour	55	0	0	5	83	1	17	0	0	448	56	0	80	20	0	446	55	4	64	26	6	446
C. less than 20 minutes	9	0	0	0	0	0	0	1	100	428	11	0	0	0	100	428	14	2	53	33	12	443
D. I rarely read at home.	18	0	0	1	50	1	50	0	0	444	22	0	50	50	0	444	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	18	0	0	1	50	0	0	1	50	436	22	0	50	0	50	436	23	3	50	34	13	442
B. six to ten pages	18	0	0	1	50	1	50	0	0	444	22	0	50	50	0	444	25	3	60	29	8	444
C. eleven or more pages	64	0	0	6	86	1	14	0	0	451	56	0	80	20	0	449	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Georgetown School Department  
School: Georgetown Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	1	6	1	6	1294	9
	2006-2007	3	25	3	33	1054	8
	<b>2007-2008</b>	<b>4</b>	<b>36</b>	<b>2</b>	<b>22</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	8	20	6	18	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	12	71	10	63	7000	50
	2006-2007	6	50	4	44	7394	53
	<b>2007-2008</b>	<b>4</b>	<b>36</b>	<b>4</b>	<b>44</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	22	55	18	53	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	3	18	4	25	3784	27
	2006-2007	3	25	2	22	3729	27
	<b>2007-2008</b>	<b>2</b>	<b>18</b>	<b>2</b>	<b>22</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	8	20	8	24	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	1	6	1	6	1894	14
	2006-2007	0	0	0	0	1735	12
	<b>2007-2008</b>	<b>1</b>	<b>9</b>	<b>1</b>	<b>11</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	2	5	2	6	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	11.0	73.3	10.3	68.7	9.5	63.3
Cluster 2: Shape and Size	14	29	10.4	74.3	10.0	71.4	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.4	68.0	3.4	68.0
Cluster 4: Patterns	14	29	10.4	74.3	9.9	70.7	9.7	69.3

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	11	4	36	4	36	2	18	1	9	452	9	22	44	22	11	450	13997	9	51	28	12	445
<b>Ethnicity</b>																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	0										0						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	11	4	36	4	36	2	18	1	9	452	9	22	44	22	11	450	13085	10	51	28	11	446
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	1										1						2372	3	31	36	30	436
No	10	4	40	4	40	1	10	1	10	454	8	25	50	13	13	451	11625	11	54	27	8	447
<b>Current LEP</b>																						
Yes	1										1						381	4	33	28	35	435
No	10	4	40	4	40	2	20	0	0	456	8	25	50	25	0	453	13616	10	51	28	11	445
<b>Economically disadvantaged</b>																						
Yes	3										3						5472	5	41	35	19	440
No	8	3	38	3	38	1	13	1	13	452	6	17	50	17	17	448	8525	13	56	24	7	448
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	448
No	11	4	36	4	36	2	18	1	9	452	9	22	44	22	11	450	13992	9	51	28	12	445
<b>Gender</b>																						
Female	4										3						6933	9	50	29	12	445
Male	7	3	43	2	29	2	29	0	0	456	6	33	33	33	0	455	7063	10	51	27	11	446
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	1										1						1890	2	34	41	23	438
No	10	4	40	4	40	2	20	0	0	456	8	25	50	25	0	453	12107	11	53	26	10	446
<b>Gifted/talented program</b>																						
Yes	0										0						266	45	49	5	0	461
No	11	4	36	4	36	2	18	1	9	452	9	22	44	22	11	450	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	6	34	33	27	438
B. less than one hour	91	4	40	4	40	2	20	0	0	456	89	25	50	25	0	453	74	10	52	28	10	446
C. one to two hours	9	0	0	0	0	0	0	1	100	420	11	0	0	0	100	420	18	10	52	28	10	446
D. more than two hours	0										0						2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	60	2	33	2	33	2	33	0	0	452	50	0	50	50	0	446	38	13	56	23	8	448
B. They match some of what I have learned.	30	1	33	2	67	0	0	0	0	457	38	33	67	0	0	457	48	8	52	29	10	445
C. They match just a little of what I have learned.	10	0	0	0	0	0	0	1	100	420	13	0	0	0	100	420	10	4	35	39	22	439
D. There is no match.	0										0						4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	55	4	67	2	33	0	0	0	0	464	44	50	50	0	0	464	35	16	55	20	8	449
B. good	36	0	0	2	50	2	50	0	0	443	44	0	50	50	0	443	48	7	52	31	11	445
C. fair	9	0	0	0	0	0	0	1	100	420	11	0	0	0	100	420	14	3	41	38	18	440
D. poor	0										0						3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	1	50	0	0	0	0	1	50	445	22	50	0	0	50	445	15	4	38	33	25	439
B. about the same as my regular schoolwork	64	2	29	4	57	1	14	0	0	453	56	0	80	20	0	448	64	10	54	28	9	446
C. easier than my regular schoolwork	18	1	50	0	0	1	50	0	0	457	22	50	0	50	0	457	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	36	1	25	1	25	1	25	1	25	444	33	0	33	33	33	436	23	8	47	29	16	443
B. two or three days a week	55	3	50	2	33	1	17	0	0	457	56	40	40	20	0	456	36	11	54	27	9	447
C. two or three times each month	0										0						25	10	53	27	10	446
D. never or almost never	9	0	0	1	100	0	0	0	0	460	11	0	100	0	0	460	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						5	3	30	33	33	436
B. two or three days a week	27	1	33	1	33	1	33	0	0	451	22	0	50	50	0	444	19	8	50	30	12	445
C. two or three times each month	27	0	0	3	100	0	0	0	0	451	33	0	100	0	0	451	38	11	55	26	8	447
D. never or almost never	45	3	60	0	0	1	20	1	20	454	44	50	0	25	25	451	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						8	3	33	38	25	438
B. 30–45 minutes	9	0	0	0	0	0	0	1	100	420	11	0	0	0	100	420	27	6	48	33	13	443
C. 45–60 minutes	9	0	0	1	100	0	0	0	0	448	11	0	100	0	0	448	38	11	54	26	9	447
D. more than 60 minutes	82	4	44	3	33	2	22	0	0	456	78	29	43	29	0	454	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Georgetown School Department  
School: Georgetown Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	12	2	13	751	5
	2006-2007	2	17	2	22	963	7
	<b>2007-2008</b>	<b>3</b>	<b>27</b>	<b>3</b>	<b>33</b>	<b>882</b>	<b>6</b>
	Cum. Total*	7	18	7	21	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	10	59	8	50	7251	52
	2006-2007	10	83	7	78	6824	49
	<b>2007-2008</b>	<b>6</b>	<b>55</b>	<b>4</b>	<b>44</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	26	65	19	56	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	4	24	5	31	4514	32
	2006-2007	0	0	0	0	4382	32
	<b>2007-2008</b>	<b>2</b>	<b>18</b>	<b>2</b>	<b>22</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	6	15	7	21	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	6	1	6	1458	10
	2006-2007	0	0	0	0	1735	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	1	3	1	3	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.5	79.2	9.6	80.0	8.0	66.7
Cluster 2: Physical Sciences	12	25	9.0	75.0	8.9	74.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	8.4	70.0	8.6	71.7	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.4	70.0	8.2	68.3	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	11	3	27	6	55	2	18	0	0	452	9	33	44	22	0	452	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	0										0						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	11	3	27	6	55	2	18	0	0	452	9	33	44	22	0	452	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	1										1						2370	2	32	41	25	437
No	10	3	30	6	60	1	10	0	0	454	8	38	50	13	0	455	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	1										1						379	1	25	35	39	433
No	10	3	30	6	60	1	10	0	0	454	8	38	50	13	0	455	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	3										3						5470	3	41	39	18	440
No	8	2	25	5	63	1	13	0	0	452	6	33	50	17	0	453	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	11	3	27	6	55	2	18	0	0	452	9	33	44	22	0	452	13986	6	51	32	11	444
<b>Gender</b>																						
Female	4										3						6929	6	49	33	12	443
Male	7	3	43	3	43	1	14	0	0	455	6	50	33	17	0	456	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	1										1						1888	1	32	44	23	437
No	10	3	30	6	60	1	10	0	0	454	8	38	50	13	0	455	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										0						266	30	65	5	1	457
No	11	3	27	6	55	2	18	0	0	452	9	33	44	22	0	452	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 4  
 SAU: Georgetown School Department  
 School: Georgetown Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	4	37	36	22	439
B. less than one hour	91	3	30	6	60	1	10	0	0	454	89	38	50	13	0	455	74	6	53	31	10	444
C. one to two hours	9	0	0	0	0	1	100	0	0	434	11	0	0	100	0	434	18	7	52	32	8	445
D. more than two hours	0										0						2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	36	0	0	4	100	0	0	0	0	452	22	0	100	0	0	453	24	9	53	28	10	446
B. They match some of what I have learned.	45	1	20	2	40	2	40	0	0	447	56	20	40	40	0	447	49	6	54	31	9	445
C. They match just a little of what I have learned.	9	1	100	0	0	0	0	0	0	466	11	100	0	0	0	466	21	4	47	36	13	442
D. There is no match.	9	1	100	0	0	0	0	0	0	464	11	100	0	0	0	464	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	27	1	33	2	67	0	0	0	0	458	22	50	50	0	0	460	25	9	53	27	10	446
B. good	45	1	20	3	60	1	20	0	0	451	44	25	50	25	0	452	54	6	55	30	9	445
C. fair	27	1	33	1	33	1	33	0	0	449	33	33	33	33	0	449	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	27	1	33	1	33	1	33	0	0	450	33	33	33	33	0	450	22	5	45	35	15	442
B. about the same as my regular schoolwork	64	1	14	5	71	1	14	0	0	451	56	20	60	20	0	452	62	7	53	31	9	445
C. easier than my regular schoolwork	9	1	100	0	0	0	0	0	0	464	11	100	0	0	0	464	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	0										0						24	7	48	33	12	444
B. a few times a week	27	0	0	1	33	2	67	0	0	440	33	0	33	67	0	440	53	7	54	31	9	445
C. once a week	9	1	100	0	0	0	0	0	0	466	11	100	0	0	0	466	9	6	46	33	15	442
D. a few times a month	64	2	29	5	71	0	0	0	0	455	56	40	60	0	0	457	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	9	1	100	0	0	0	0	0	0	464	11	100	0	0	0	464	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	18	0	0	1	50	1	50	0	0	442	22	0	50	50	0	442	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	45	2	40	3	60	0	0	0	0	458	44	50	50	0	0	459	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	27	0	0	2	67	1	33	0	0	446	22	0	50	50	0	445	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											